new worlds reading

TEACHER READING GUIDE

Drum Dream Girl: How One Girl's Courage Changed Music

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Essential Question: How does knowing important information about characters and events help you retell the poem? How did the character in *Drum Dream Girl: How One Girl's Courage Changed Music* show perseverance?

BOOK SNAPSHOT

Selected from Florida's ELA B.E.S.T. Standards Sample Text List

Text Type: Poetry

Genre: Free Verse Poem, Nonfiction

Themes/Topics: Perseverance

Lexile: 650L

SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

Word Work

ELA.1.F.1.3 (a)
Decode words with consonant blends.

Vocabulary

ELA.1.V.1.1
Use grade-level academic vocabulary. (Tier 2)

ELA.1.F.1.3 (e)
Break words into syllables.

Comprehension

ELA.1.R.3.2
Use main story elements to retell a text.

BUILDING BACKGROUND

- Introduce the concept of **perseverance** to students. Explain that someone who shows perseverance doesn't give up. They keep trying, even when something is hard.
- Brainstorm and discuss a list of experiences students have had to persevere with to be successful. (ex: learning to read, riding a bike)
- Use the picture cards on the last page of this guide to complete a picture sort of ways that students DO and DO NOT show perseverance and discuss with students.
- Ask students to draw a picture of themselves showing perseverance, and allow them to share with classmates.

STUDENT LEARNING TARGETS

Today I am:
gathering important information about the character and events in *Drum Dream Girl: How One Girl's Courage Changed Music*.

So that I can:
retell the poem using main story elements.

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WORD WORK – CONSONANT BLENDS

A consonant blend is when two or more consecutive consonants retain their individual sounds (e.g., /bl/ in *block*; /str/ in *strong*). In the poem *Drum Dream Girl: How One Girls Courage Changed Music*, there are many opportunities to practice decoding words with consonant blends. Review the concept of consonant blends with students using modeled and guided practice.

ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.
   a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.

Model:
- Display the word *drum*.
- Say, "A consonant blend is when two consonants are together, and you can still hear each sound; /dr/ is a consonant blend. You can hear the sounds /d/ and /r/ when the letters are read together. The word *drum* starts with the blend *dr*."
- Say, "Now I will read the word." Cover up the *um* to isolate the blend *dr*.
- Say, " I will read the blend *dr*—/dr/."
- Uncover the rest of the word.
- Say, "I will say the word *drum*."

Guided Practice:
- Repeat the steps above using these words: *flag, clock, truck, drop*.
- Continue to practice decoding words with consonant blends using examples from the text.
- Verify that students are saying the correct sounds.
- Repeat the steps by explaining and modeling as needed.
- Blends in the text:
  - **l – blends:** *play, closed, clack, clang, fly, flower*
  - **r – blends:** *drum, dream, dragon, brave, bright, practiced, free*

TALK ABOUT NEW AND INTERESTING WORDS

- **ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**
- **ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.**
  - e. Decode two-syllable words with regular patterns by breaking the words into syllables.

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words. Examples of Tier 2 vocabulary words for this text are:

believed (p. 6): If someone **believes** something, they think it is true. On the island of music, everyone **believes** that only boys should be able to play the drums.

amazed (p. 33): When someone is **amazed**, they are filled with surprise. The drum teacher is **amazed** by how well the girl can play the drums.

practiced (p. 34): When someone **practices** something, they keep working on it until they get better at it. The drum dream girl **practices** playing the drums so that she can show everyone how well she can drum.

allowed (p. 38): If someone is **allowed** to do something, they are given permission to do it. After hearing the girl play the drums, everyone on the island of music believes that girls should be **allowed** to play the drums.

Vocabulary Extension Activity
Practice decoding one- and two-syllable words by breaking words into syllables. Engage students in this activity by asking them to tap out the number of syllables on their desks, just like the girl in the poem would tap on the drums. This is a great opportunity to reinforce syllables and build in kinesthetic learning.
- Example: *Believed* has two syllables. Students will use their hands to identify and tap out the syllables *be - lieved* on their desk.
  - One-syllable words: *drum, girl, dream*
  - Two-syllable words: *amazed = a - mazed; practice = prac - tice; allowed = al - lowed*

- **ELA.1.R.3.2:** Retell a text in oral or written form to enhance comprehension.
  a. Use main story elements at the beginning, middle, and end for a literary text.
- **ELA.1.R.1.1:** Identify and describe the main story elements in a story.
- **ELA.1.C.2.1:** Present information orally using complete sentences and appropriate volume.

Before:
- Introduce the poem *Drum Dream Girl: How One Girl's Courage Changed Music*, and explain to students that today, they will practice retelling a poem using the **Somebody**, **Wanted**, **But**, **So**, **Then** strategy.
- Recreate the graphic organizer below on the board or on chart paper. Fill it out with students as you read. Use the graphic organizer to capture students' thinking about how the character overcomes the problem of not being allowed to play drums.
- Set the purpose for reading by reviewing the strategy with students. Use the following questions for each section to guide students in gathering the necessary information to retell or summarize the poem.

During:
- Complete a read aloud of the poem *Drum Dream Girl: How One Girl's Courage Changed Music*.
- Use the graphic organizer and guiding questions to assist students in gathering the necessary information to retell the poem.
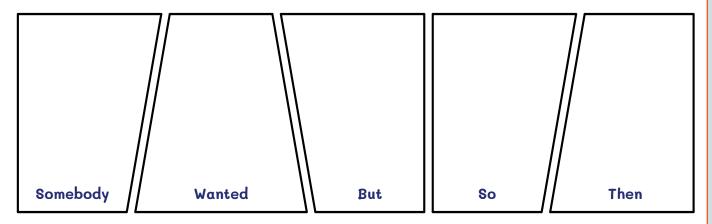
Somebody Who is the main character in the poem?	• Who is the main character of the poem? (p. 2) • It is important to note that the character is not given a name in this poem. She is only referred to as the girl or the drum dream girl.
Wanted What does the character want?	• What does the girl dream of doing? (p. 4) • What is something that you dream of doing? Why?
But What is the problem?	• What does everyone believe about girls playing the drums? (p. 6) • Turn and Talk: Should girls be allowed to play the drums or only boys? Why? • Everyone on the island of music believes that girls should not play the drums. Why does this cause a problem for the little girl?
So How does the character try to solve the problem?	• How does the girl react when everyone tells her that she cannot play the drums? What does she do? (p. 4 - 18) Focus on the character's thoughts and actions. • What does it mean to be brave? (p. 20) • Why is it brave for the girl to join her sister's all-girl dance band? (p. 21 - 26) • Why is it important for the girl to practice playing the drums? (p. 33 - 36)
Then How does the story end?	• Where does the girl show everyone that she can play the drums? (p. 36) • What does everyone on the island of music believe about girls playing drums at the end of the story? What causes them to change their mind? (p. 38)

After:

- Students will create a comic strip using pictures, like the image below, to retell the story. Encourage students to use the information gathered in the **Somebody**, **Wanted**, **But**, **So**, **Then** graphic organizer to help them plan what they should draw in each section of the comic strip.
- Images should accurately portray the information you gathered in the graphic organizer.
- Students will then orally summarize the poem in groups, using the comic strips they created.

Somebody	Wanted	But	So	Then

- After reading and summarizing the text, engage in a discussion with students about how the main character shows perseverance throughout the poem.
  - Tie back to the essential questions.

Paired Text Suggestion

Paired texts are intentionally grouped around a common topic or theme and motivate students to make connections across texts, build critical thinking skills, and deepen their understanding of a text. Reading paired text allows students to build background knowledge, expand their vocabulary, and scaffold comprehension of a complex text.

The B.E.S.T. text *Drum Dream Girl: How One Girl's Courage Changed Music* pairs well with the New Worlds Reading Initiative book *Amigo* by Carlos Zamora to support the ELA B.E.S.T. benchmark **1.R.1.1 Literary Elements**.

Both books have dynamic main characters that can be used to identify "inside" character traits by describing their thoughts, feelings, and actions.

SHOWS PERSEVERANCE

Double-checking your work for mistakes	Asking questions when you don't understand	Practicing a new sport so that you can get better
Continuing to try even when you don't want to	Believing in yourself	Working hard to learn a new skill

DOES NOT SHOW PERSEVERANCE

Giving up when something is hard	Quitting something because it is tough	Not trying something new because it might be hard to learn
Complaining that something is too hard to do	Not completing your work	Making excuses about why you can't do something